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Enhancing Critical Thinking Through Discussions of Social Issues in English Language Classes

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Abstract: ***The paper aims to enhance students' critical thinking and communication skills by incorporating discussions on current social issues into English language learning. The goal is to develop both language proficiency and an understanding of social contexts, fostering a more holistic educational experience. The primary objective of this is to improve students' English language proficiency through meaningful engagement with social science topics. The approach aims to make English learning relevant to real-world contexts by integrating discussions on social issues such as gender equality, climate change, poverty, human rights, and cultural diversity. This will not only enhance students' linguistic abilities but also their critical thinking, empathy, and social awareness. This paper examines how integrating social science topics into English language teaching (ELT) can promote both language acquisition and critical thinking. The study explores discussion-based and project-based learning as methodologies to foster engagement with real-world issues, equipping students with the tools to both articulate their ideas in English and think analytically about societal challenges. The research also investigates the potential outcomes of such an approach, including improved language skills, heightened social awareness, and the development of global citizenship.***
Keywords: ELT, Classroom, Communication, Critical thinking, social issue

I. INTRODUCTION

In an increasingly interconnected world, the ability to communicate effectively in English has become essential, not only as a tool for personal and professional advancement but also for engaging in global conversations on critical social issues. As societies face complex challenges such as economic inequality, climate change, and human rights violations, it is vital for students to acquire not just language skills, but also the ability to think critically about these issues. Traditionally, English language teaching (ELT) has focused on linguistic competence, often overlooking the potential of language as a medium for critical inquiry and social engagement.Recent trends in education advocate for interdisciplinary approaches that integrate language learning with content from other academic fields, such as social sciences. This integration offers a more dynamic and relevant form of language education, where students not only develop proficiency in English but also engage with pressing social issues that impact their lives. The fusion of language education and social science topics not only increases students' engagement but also enhances their critical thinking skills, making the learning process more meaningful and impactful.

II. REVIEW OF LITERATURE

This section will provide an overview of key studies and theories related to the integration of social issues in language learning, the effectiveness of discussion-based learning, project-based learning, and how these methodologies contribute to both language development and critical thinking.

A. Language Learning and Social Context

Several scholars emphasize the importance of contextualized language learning, where language is not just an abstract set of rules but a tool for real-world communication. Krashen's Input Hypothesis (1985) suggests that language acquisition is most effective when learners are exposed to "comprehensible input" that is slightly beyond their current level of understanding but made meaningful through context. Studies have since argued that integrating social issues into the curriculum provides a rich context for this input, making language learning both relevant and engaging (Ellis, 2003).Incorporating real-world issues into language lessons also aligns with Content and Language Integrated Learning (CLIL), a pedagogical approach that has gained traction in recent years. Coyle, Hood, and Marsh (2010) define CLIL as a dual-focused educational approach where an additional language is used to teach both content and language, emphasizing how content subjects like social sciences can be taught through English. Research shows that students in CLIL programs often demonstrate not only higher proficiency in the target language but also a deeper understanding of the content area (Dalton-Puffer, 2011).

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B. Critical Thinking in Language Education

The development of critical thinking in language learning has been a key focus in recent educational research. Freire's (1970) theory of critical pedagogy posits that education should not only teach students to read and write but also empower them to critically analyze the world around them. Freire emphasized that education should be transformative, enabling learners to question societal norms and participate in social change. In the context of language learning, integrating social sciences allows students to engage with critical issues, fostering both linguistic and cognitive growth (Canagarajah, 2002).Moreover, research by Pally (1997) on critical thinking in language education highlights that students benefit significantly from engaging in discussions that require higher-order thinking. Students are encouraged to analyse, evaluate, and create new understandings rather than merely remembering information. This approach aligns with Bloom's Taxonomy, which classifies critical thinking as a higher-level cognitive process involving analysis, synthesis, and evaluation (Bloom, 1956). In language education, fostering these skills through complex social topics can make students more thoughtful and articulate communicators.

C. Discussion-Based and Project-Based Learning

Discussion-based and project-based learning are increasingly recognized as effective methodologies in both language education and social sciences. Discussion-based learning emphasizes the active participation of students in the learning process, where they discuss, debate, and analyze various topics, thereby promoting communicative competence and critical thinking (Mercer & Howe, 2012). Studies by Gibbons (2002) show that discussion-based approaches help learners develop greater fluency, as they practice using language in spontaneous and authentic ways.Similarly, project-based learning (PBL) has gained widespread acceptance as a methodology that encourages student autonomy, collaboration, and deep learning. In PBL, students work in teams to research and present solutions to real-world problems, which promotes both language proficiency and content mastery (Beckett & Slater, 2005). Research shows that PBL fosters critical thinking by allowing students to engage in inquiry-based learning, where they must gather and analyze data, present findings, and reflect on their learning process (Thomas, 2000).Stoller (2006) highlights that PBL in language education not only helps learners apply language skills in meaningful ways but also promotes cross-disciplinary connections. When students work on projects related to social issues such as environmental sustainability or gender equality, they develop a deeper understanding of these issues while improving their language abilities. This real-world application enhances students' engagement and retention of both language and content knowledge.

D. Global Citizenship and Empathy through Language Learning

The role of global citizenship in education has become a focal point for many educators, particularly in language teaching. According to Oxfam's (2006) framework for global citizenship education, students should be encouraged to understand their role in the world, think critically about global issues, and take action to create a more just and sustainable society. By discussing topics such as human rights, climate change, and social justice in English, students are not only improving their language skills but also becoming more informed and empathetic global citizens.Byram's (1997) intercultural competence model emphasizes that language learners must also develop the ability to interact with people from different cultures. Integrating social issues into language lessons allows students to explore different cultural perspectives on global issues, fostering both intercultural understanding and empathy. This process helps learners develop a more nuanced understanding of the world and their place in it, making them more prepared to participate in global conversations.

The reviewed literature demonstrates that integrating social sciences into English language teaching offers significant benefits, including improved language proficiency, enhanced critical thinking, and a deeper engagement with global issues. Discussion-based and project-based learning, as well as an emphasis on real-world applications, are key strategies that make this approach effective. By combining language education with social science themes, students can become not only proficient in English but also informed and thoughtful global citizens, prepared to address the challenges of the 21st century.

III. METHODOLOGY

The methodology of this study integrates social science topics into English language learning through a combination of discussion-based learning, project-based learning, and real-world applications. This approach is designed to foster both language proficiency and critical thinking in students. The following steps outline the key components of the methodology

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A. *Curriculum Integration*

Select topics from social sciences that are relevant to students, such as inequality, climate change, gender roles, and human rights.Design language lessons (listening, speaking, reading, writing) around these topics to build vocabulary, grammar, and communication skills. The first step in the project is to develop a curriculum that seamlessly integrates social issues with language learning objectives. This requires careful selection of topics and the design of activities that promote both language skills and critical engagement.

1) Steps - Identify relevant social science topics that resonate with students' interests and current global or local issues.

2) Topics might include

Gender equality, Climate change, Economic inequality, Cultural diversity, Human rights. For each topic, create language learning objectives that include improving vocabulary, grammar, speaking, listening, reading, and writing skills. For example, a lesson on climate change might focus on vocabulary related to environmental issues and structures for expressing opinions or arguing for solutions. Develop or adapt reading and listening materials such as news articles, research papers, podcasts, or documentaries that align with both the language level and the social issue being discussed.

B. *Discussion-Based Learning*

Incorporate group discussions, debates, and presentations into the curriculum, where students critically analyze and express opinions on the selected social issues. Encourage the use of various multimedia resources (articles, podcasts, documentaries) to expose students to diverse perspectives. Discussion-based learning is at the heart of this project. It encourages students to think critically and express their opinions in English while grappling with complex social issues. The discussions can take various forms, including debates, role-playing, and Socratic seminars.

1) Steps- Structured Discussions

Begin with teacher-facilitated discussions to introduce key concepts and vocabulary related to the social issue. Follow with small-group discussions where students analyze the issue in-depth, sharing personal viewpoints and discussing different perspectives.

2) Debates

Organize formal debates where students take opposing sides on a controversial issue (e.g., Should governments impose higher taxes to reduce inequality?). This encourages students to use persuasive language, present evidence, and counter opposing arguments in English.

3) Role-Playing and Simulations

Use role-playing activities where students assume the roles of key stakeholders (e.g., policymakers, activists, business owners) and discuss how they would address the social issue from their perspective.This builds both language and empathy, as students learn to express the views of different social groups.

C. *Project-Based Learning*

Assign students to work on research-based projects, where they explore a particular social issue in depth and present findings in written and spoken English. Include peer review and feedback mechanisms to promote collaborative learning and critical evaluation of ideas.Project-based learning involves students working in groups or individually on a research project that explores a particular social issue in depth. This promotes independent learning, collaboration, and the use of English for critical inquiry and problem-solving.

1) Steps- Research Projects

Assign each group or individual a specific social issue to research over the course of the project. Students gather data from multiple sources (e.g., news articles, academic papers, interviews) and present their findings in both written and oral formats.

2) Example projects

Exploring the causes and effects of climate change on local communities.Examining gender roles in different cultures and how they impact societal development.

3) Presentation Skills

Students present their research in the form of presentations, reports, or posters, encouraging them to practice formal academic writing and public speaking.Assess presentations based on the clarity of language, depth of analysis, and creativity in how the issue is framed and presented.

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4) Peer Review

Incorporate peer review sessions where students provide constructive feedback on each other's projects, which fosters collaboration and critical evaluation of ideas.

D. Assessment

Assess students on both their language skills and their ability to critically engage with social issues.Use rubrics that focus on language accuracy, fluency, depth of analysis, and the use of evidence in discussions and presentations.

1) Authentic Language Use

A key component of this methodology is ensuring that students use English in authentic contexts, helping them apply language skills in meaningful ways. This involves using multimedia resources, real-life scenarios, and engaging students in tasks where language is necessary for effective communication.

2) Steps-Multimedia Resources

Use authentic materials like news articles, podcasts, TED Talks, and interviews to expose students to real-world language use related to the social issues.For instance, students might watch a TED Talk on economic inequality and then write a reflective essay or hold a group discussion about the solutions proposed by the speaker.

3) Simulations and Case Studies

Students participate in simulations or case studies where they must solve real-world problems using English. For example, students might role-play as a group of policymakers tasked with solving a housing crisis or an environmental disaster, debating solutions and writing a policy proposal.

4) Writing Tasks

Encourage students to write letters to the editor, opinion essays, or blog posts on social issues they are passionate about, simulating real-world written communication. Emphasize the need for structured arguments, supporting evidence, and clear expression in their writing.

E. Assessment and Feedback

Assessment in this project will be twofold: focusing both on students' language development and their critical thinking abilities. The assessment will be ongoing, including both formative and summative elements.

1) Steps- Formative Assessment

Use continuous assessment methods like classroom observation, quizzes, and peer assessments to track progress. Provide regular feedback on students' use of language during discussions, writing tasks, and presentations.

2) Summative Assessment

Evaluate students' overall performance through final research projects, presentations, and reflective essays. Assessment criteria will include language accuracy, fluency, depth of analysis, and the ability to apply evidence when discussing social issues.

3) Self-Reflection

Incorporate self-assessment tools where students reflect on their own learning, noting how their language skills and understanding of social issues have evolved.

F. Teacher Training and Support

For the project to be effective, teachers need to be well-equipped to guide discussions on complex social issues and foster language learning in a supportive environment.

1) Steps-Teacher Workshops

Organize training sessions on how to facilitate discussion-based learning and handle sensitive social topics in the classroom.

2) Expected Outcomes

This study expects to achieve several key outcomes related to both language proficiency and social awareness
Improved language proficiency, especially in speaking and writing, through meaningful practice.

a) Improved English Language Skills

- Enhanced communication skills: Students will demonstrate improved fluency and accuracy in speaking, listening, reading, and writing as they engage in meaningful discussions, debates, and writing tasks centered on social issues.

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- Increased vocabulary and grammar accuracy: Students will expand their vocabulary related to social science topics (e.g., economics, politics, environmental science) and improve their ability to construct grammatically correct sentences.
- Better academic writing skills: Through essay writing and research reports, students will learn to organize their ideas, use evidence effectively, and structure their arguments logically.

b) Development of Critical Thinking Skills

- Analytical thinking: Students will improve their ability to analyze social issues from multiple perspectives, identify underlying causes and effects, and propose solutions.
- Problem-solving: Through discussions and project-based tasks, students will demonstrate creative and evidence-based solutions to complex social problems.
- Informed decision-making: Students will be able to evaluate information, recognize biases, and form informed opinions based on evidence and reasoning.

c) Increased Social Awareness

- Global and local awareness: Students will develop a deeper understanding of global issues such as climate change, inequality, human rights, and cultural diversity, and how these issues impact their own communities.
- Empathy and ethical reasoning: As students discuss real-world challenges, they will become more empathetic toward different social groups and cultures, fostering ethical reasoning in relation to social justice, equality, and sustainability.

d) Improved Collaboration and Interpersonal Skills

- Teamwork: Through group discussions, debates, and collaborative projects, students will learn how to work effectively in diverse teams, develop listening skills, and build consensus.
- Public speaking: By participating in debates, presentations, and role-playing, students will enhance their confidence in public speaking and persuasive communication.

Meaningful Application of Language

- Real-world language use: Students will apply their English skills to discuss and solve problems relevant to their lives, making their language learning more practical and impactful.

➢ Phase 1: Curriculum Design and Preparation (Weeks 1-4)
❖ Week 1
✓ Identify social issues that resonate with students' interests and academic goals.
✓ Gather materials (e.g., articles, videos, podcasts) related to each topic.
❖ Week 2-3
✓ Develop lesson plans that incorporate language objectives (speaking, writing, reading) with social science themes.
✓ Design assessments and rubrics for evaluating language proficiency and critical thinking.
❖ Week 4
✓ Teacher training workshops on facilitating discussions and project-based learning.

➢ Phase 2: Implementation (Weeks 5-12)
❖ Week 5-6
✓ Introduce the first social science topic and related language lessons.
✓ Conduct initial discussions and group work on the topic.
❖ Week 7-8
✓ Begin research-based projects: Students choose a social issue and start gathering information.
✓ Continue language lessons and discussions.
❖ Week 9-10
✓ Hold debates and presentations on selected topics.
✓ Provide peer feedback and teacher guidance.
❖ Week 11-12
✓ Finalize research projects and presentations.

✓ Peer review and formative assessments to track progress.

➢ Phase 3: Assessment and Reflection (Weeks 13-15)
❖ Week 13
✓ Formal assessments: Students present their final projects, participate in
❖ Week 14
✓ Reflection activities: Students evaluate their progress, highlight challenges, and share insights gained during the project.
❖ Week 15
✓ Final feedback and evaluation of outcomes (both language and social awareness goals).
✓ discussions, and submit written reports or essays.

IV. RESOURCES NEEDED

The following resources are essential for the successful implementation of the project:

1) Educational Materials

- Textbooks, articles, and academic papers related to the chosen social issues (e.g., inequality, environmental justice, human rights).
- Multimedia resources such as TED Talks, documentaries, news reports, and podcasts on social issues.
- Language learning materials such as worksheets, vocabulary lists, and grammar exercises tailored to the themes.

2) Classroom Technology

- Projectors and laptops to display multimedia resources, student presentations, and research findings.
- Internet access for students to conduct research on social issues and access online resources.

3) Learning Platforms

- Online platforms (e.g., Google Classroom, Moodle) for sharing reading materials, collecting assignments, and facilitating discussions.
- Digital tools for peer review and feedback (e.g., Google Docs for collaborative writing and commenting).

4) Teacher Training Resources

- Workshops or training sessions on discussion facilitation, project-based learning, and handling sensitive social issues in the classroom.
- Access to guidelines and rubrics for evaluating students' critical thinking, collaboration, and language proficiency.

5) Assessment Tools

- Rubrics for grading presentations, written assignments, group projects, and participation in discussions.Self-assessment and peer review forms to promote reflection and collaborative feedback.

V. IMPLEMENTATION OF ACTIVITIES IN THE CLASSROOM

To integrate social science topics into English language teaching effectively, it is essential to develop activities that address the four major language skills—listening, speaking, reading, and writing. The following section outlines how these skills can be incorporated into the classroom through social science-related content and tasks.

A. Listening

Objective - To enhance students' listening comprehension skills through exposure to authentic content related to social issues.
Activity Example
TED Talks on Social Issues: Students watch a TED Talk or documentary related to topics such as climate change, income inequality, or human rights.
Task: After watching, students complete comprehension questions focusing on key information, arguments, and speaker viewpoints. The teacher prompts students to focus on specific vocabulary related to social sciences (e.g., "sustainable development" or "social equity").
Follow-up: In pairs, students discuss the main points and how the issue relates to their own lives, promoting active listening and collaborative dialogue.

Rationale: Listening to authentic, topic-relevant content exposes students to the type of language and vocabulary used in real-world contexts, improving both their listening comprehension and content knowledge.

B. Speaking

Objective- To improve fluency and spoken interaction through group discussions and debates on social issues.

Activity Example

Debate on Social Issues: The class is divided into teams, and each team is assigned to defend or oppose a stance on a given social issue (e.g., "Is universal basic income feasible?" or "Should we prioritize economic growth over environmental sustainability?").

Task: Each student presents their arguments, supports their stance with evidence, and responds to opposing views.

Follow-up: After the debate, students provide peer feedback on each other's performance, focusing on argument clarity, use of vocabulary, and persuasive techniques.

Rationale: Debating encourages students to develop critical thinking and articulate ideas while practicing spoken English. It fosters collaboration, as students work together to develop cohesive arguments**.**

C. Reading

Objective -To improve reading comprehension and critical thinking through the analysis of social science texts.

Activity Example

Article Analysis on Global Issues: Students are given academic articles or news reports on relevant global issues, such as poverty reduction or environmental policies.

Task: Students are asked to identify the main idea, supporting details, and the author's perspective. They also answer critical thinking questions such as, "What biases might the author have?" or "What are the implications of this issue for global development?"

Follow-up: Students discuss their findings in small groups, comparing their interpretations and reflecting on the potential solutions to the issue presented.

Rationale: This activity enhances reading comprehension skills and encourages students to think critically about what they read, making connections between the content and their own experiences or world events.

D. Writing

Objective- To improve writing skills through research-based projects and reflective writing tasks.

Activity Example

Research Paper on a Social Issue: Students select a social science-related topic of interest (e.g., gender equality or access to education) and write a research paper on the issue.

Task: Students gather data from credible sources, synthesize information, and present their own analysis and solutions. The writing process is divided into steps: topic selection, research, outline creation, drafting, and revision.

Follow-up: After submitting their papers, students engage in a peer review process, providing constructive feedback on structure, argumentation, and language use.

Rationale: Writing a research paper on a social issue helps students develop academic writing skills and gives them an opportunity to use English as a tool for argumentation, analysis, and reflection.

VI. DATA ANALYSIS OF SELF-ASSESSMENT AND PEER REVIEW FORMS

Objective- To analyze the effectiveness of self-assessment and peer review forms in promoting reflection and collaborative feedback in language learning.

A. Data Collection

Self-assessment and peer review forms are distributed to students at key points during the course (e.g., after group discussions, debates, and writing assignments). Students are asked to evaluate their own and their peers' performance based on several criteria:

1) Self-assessment criteria

- Understanding of the topic (content knowledge).
- Confidence and fluency in using the target language.
- Ability to articulate ideas clearly and persuasively.

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- Areas for improvement in language use (e.g., grammar, vocabulary).

2) Peer review criteria

- Clarity and relevance of arguments presented.
- Use of evidence to support claims.
- Effective communication and collaboration within group settings.
- Suggestions for improvement in presentation style and content.

B. Data Analysis

The analysis of self-assessment and peer review forms involves both quantitative and qualitative methods

Context of the Case Study

The study was conducted in a college-level English language classroom, where 30 students participated in a semester-long project integrating social science topics into their language learning curriculum. The students were of mixed proficiency levels in English, ranging from intermediate to advanced, and they had diverse academic interests. Over the course of 10 weeks, students engaged in activities that focused on the four language skills (listening, speaking, reading, and writing) while discussing various social science topics, such as economic inequality, gender issues, and environmental sustainability.

Data were collected from the following sources:

1) Classroom observations by the instructor.
2) Pre- and post-course tests assessing language proficiency.
3) Self-assessment forms filled out by the students after each major activity.
4) Peer review forms completed after group discussions, debates, and writing tasks.
5) Instructor feedback on students' research papers and oral presentations.

VII. SPECIFIC EXAMPLES OF STUDENT PERFORMANCE

1) Listening Comprehension: Improvement through Authentic Materials

- Pre-course performance: At the beginning of the course, students struggled to comprehend complex, authentic English materials (e.g., TED Talks or news reports on social issues). On a pre-test assessing listening comprehension, the average score was 58% accuracy in identifying key information and speaker viewpoints.
- Post-course performance: After repeated exposure to these materials throughout the semester, the average post-test score improved to 75%. Students reported that regular listening practice, coupled with group discussions about the content, helped them better understand both the language and the complex social issues presented.
- Example: One student who initially scored poorly (52%) on the listening test commented in their self-assessment, "It was difficult to follow the arguments at first, but after several weeks, I felt more comfortable understanding longer and more difficult talks, especially because I knew the vocabulary from our class discussions." By the end of the course, this student improved to 73%.

2) Speaking: Progress in Fluency and Critical Thinking through Debates

- Pre-course performance: In the first debate, most students exhibited hesitation and struggled to articulate their ideas clearly. Many relied on memorized sentences rather than engaging spontaneously with their peers. The average score for speaking fluency in this initial activity, as measured by peer reviews, was 2.5/5.
- Post-course performance: By the final debate, students showed marked improvements in fluency and confidence. The average peer-reviewed score rose to 4/5, with students giving feedback such as, "My classmate did a great job responding to opposing views and used specific examples to support their points." Students' critical thinking abilities also developed, as they were able to engage in more complex discussions, evaluating and responding to different viewpoints on topics such as gender equality and economic justice.
- Example: One student, who was initially shy and hesitant, reported in their peer review form after the final debate, "I felt much more comfortable speaking in front of others because I was more familiar with the content. I could think critically about the issue and respond naturally, without needing to rely on prepared notes."

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3) Reading: Deepening Understanding through Critical Analysis of Social Science Texts

- Pre-course performance: Students were given an academic article on the topic of income inequality for their first reading comprehension task. Many struggled to identify the main arguments and supporting details, with the average score on comprehension questions being 60%.
- Post-course performance: After several weeks of practice reading and analyzing articles on topics such as climate change and human rights, the average score on the final reading comprehension task improved to 80%. Students were more adept at identifying biases, author perspectives, and possible solutions to the issues presented in the texts.
- Example: A student who initially scored 55% in reading comprehension commented, "At first, I found it difficult to understand all the details in the articles, but after learning about how to break down arguments and read for the main idea, I felt more confident." By the end of the course, this student improved to 82%, demonstrating their ability to engage with complex texts critically.

4) Writing: Enhanced Argumentation and Organization through Research Projects

- Pre-course performance: For their first writing task, students were asked to write an essay on global poverty. Many struggled with organization, coherence, and argument development, resulting in an average score of 60% based on rubrics assessing thesis clarity, use of evidence, and grammar.
- Post-course performance: By the time students submitted their final research papers on a social science topic of their choice, there was significant improvement in writing skills. The average score rose to 78%, with improvements in thesis development, structure, and the use of data and examples to support arguments.
- Example: One student who initially had difficulty organizing their ideas wrote in their self-assessment, "The feedback I received on my first essay really helped me understand how to structure my arguments more clearly. By the time I wrote my final paper on gender inequality in education, I felt much more confident in my ability to support my thesis with evidence." This student's final paper received a score of 85%, showing clear progress.

VIII. ANALYSIS OF SELF-ASSESSMENT AND PEER REVIEW DATA

The self-assessment and peer review forms provided both quantitative and qualitative data on student progress.

1) Quantitative Analysis

- Self-assessment forms showed an average improvement of 1.5 points on a 5-point scale for students' perceived confidence in speaking fluently and engaging in discussions.
- Peer review forms indicated that students' ability to provide constructive feedback improved from an average score of 2.8/5 to 4.0/5 by the end of the course. Peer comments became more detailed and focused on specific aspects of performance, such as the use of evidence or argument clarity.

2) Qualitative Analysis

Self-assessment reflections: Students frequently cited increased familiarity with the topics and comfort in engaging with complex vocabulary as key factors in their improved performance. One student noted, "I feel much more confident discussing global issues now, because I understand the vocabulary and concepts better."

Peer review reflections: The qualitative feedback from peer review forms showed that students valued the opportunity to learn from each other. Many students commented that reviewing their peers' work helped them see different perspectives and improve their own critical thinking.

3) Quantitative Analysis

Numerical ratings provided by students (on a scale of 1-5, for example) are used to track progress over time. For instance, if students rate their confidence in speaking at the beginning of the course and again after several debates, improvements can be measured. Peer review forms provide additional insights by comparing individual students' perceptions of their abilities with how others perceive them.

Example of Quantitative Data

Average self-reported improvement in speaking confidence: +1.8 on a 5-point scale over the course of 10 weeks.

Peer-reported improvement in clarity of arguments: +2.3 on a 5-point scale.

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4) Qualitative Analysis

Open-ended feedback from both self-assessments and peer reviews is analyzed to identify recurring themes, such as areas for improvement and positive feedback on collaboration and content knowledge. This analysis helps instructors understand which activities are most effective in promoting language development and critical thinking.

Example of Qualitative Data

"I felt more confident in debating after receiving feedback from my peers about my ability to use evidence effectively."

"I learned a lot from reading my classmates' research papers. It helped me see different perspectives on global issues."

IX. FINDINGS AND INTERPRETATION

The data reveals that students benefit significantly from peer feedback and self-reflection, which promotes metacognitive awareness of their learning processes. Students are able to identify their strengths and areas for improvement more clearly when they engage in regular reflection. Additionally, peer feedback fosters a collaborative learning environment, where students learn from each other's insights and experiences**.**Quantitative data suggests steady improvement in key areas such as spoken fluency, clarity of arguments, and ability to use evidence, while qualitative data shows that students value the peer review process as a way to deepen their understanding of both language and content.

Key Findings

1) Improved Language Proficiency: Across all four skills, students demonstrated measurable improvements in listening comprehension, speaking fluency, reading comprehension, and writing organization.

2) Increased Engagement: The integration of social science topics fostered deeper engagement with both the language and the content, as students were able to apply their learning to real-world issues that they found relevant.

3) Development of Critical Thinking: Students not only improved their language skills but also developed their ability to think critically about global issues, as demonstrated in their debates, discussions, and writing tasks.

4) Collaborative Learning: The use of peer review and group activities promoted a collaborative learning environment, where students could learn from each other and reflect on their own progress through feedback.

X. CONCLUSION

This research highlights the effectiveness of integrating social science topics into English language teaching to develop both language skills and critical thinking. By incorporating listening, speaking, reading, and writing activities related to real-world issues, students not only improve their language proficiency but also engage with social problems in a meaningful way.The data from self-assessment and peer review forms show that students become more reflective learners, able to evaluate their own progress and collaborate more effectively with their peers. Regular feedback and reflection also allow students to take ownership of their learning and continuously improve their skills in communication, analysis, and critical thinking.In conclusion, an interdisciplinary approach to language education, which combines language instruction with social science content, prepares students to not only excel academically but also become global citizens capable of participating in important societal discussions. The outcomes of this study suggest that similar models can be applied across different educational settings to create holistic, engaging, and impactful learning experiences.The case study findings provide strong evidence that integrating social science topics into English language teaching can lead to significant improvements in both languageproficiency and criticalthinking. Students were able to engage more deeply with the content, resulting in highermotivation and greaterfluency across the four major language skills. The use of self-assessment and peerreviewforms proved effective in promoting reflection and collaborativelearning, helping students to better understand their strengths and areas for improvement.Overall, this interdisciplinary approach not only prepares students for academicsuccess but also equips them to participate in meaningful conversations about globalsocialissues, enhancing their ability to be thoughtful and informed global citizens.

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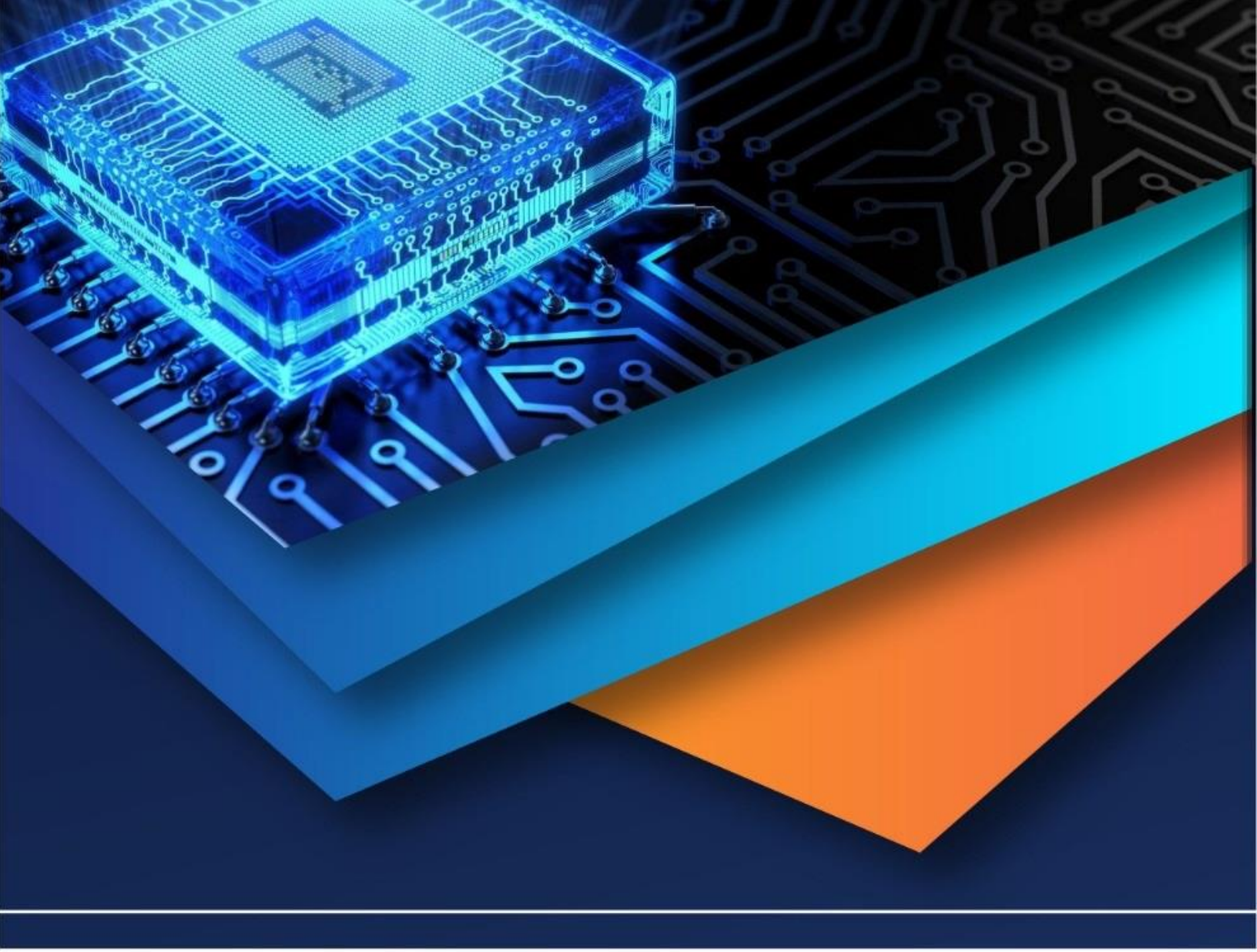

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